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ABSTRACT

Intended to assist local school districts in meeting the requirements of the Pennsylvania Code, Title 22, Chapter 5, this publication provides guidelines which school districts can use to develop a flexible integrated K-12 school library media program supported by local school policies and operational procedures. Following a diagram showing the hierarchy of support for school library media programs in Pennsylvania and a glossary of terms, chapters cover: (1) the philosophy and rationale for school library media programs; (2) program scope and sequence, with a chart showing goals, objectives, and relevant tasks at the elementary, junior high, and senior high levels for a series of 12 skills; (3) the development of student outcome statements related to the school library media program; (4) the integration of the school library media program into the total school curriculum, with an outline of staff, facility, budget, and collection requirements; and (5) the process of evaluating the effectiveness of school library media programs. A list of seven references is provided. Appendices contain copies of state regulations and guidelines covering goals of quality education, school library requirements, certification requirements, copyright issues, and materials selection policies. (ESR)

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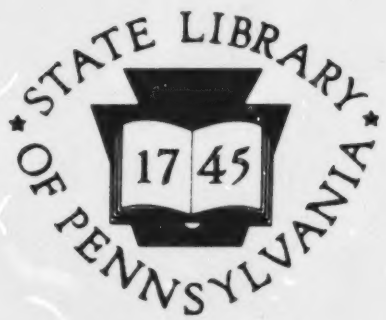

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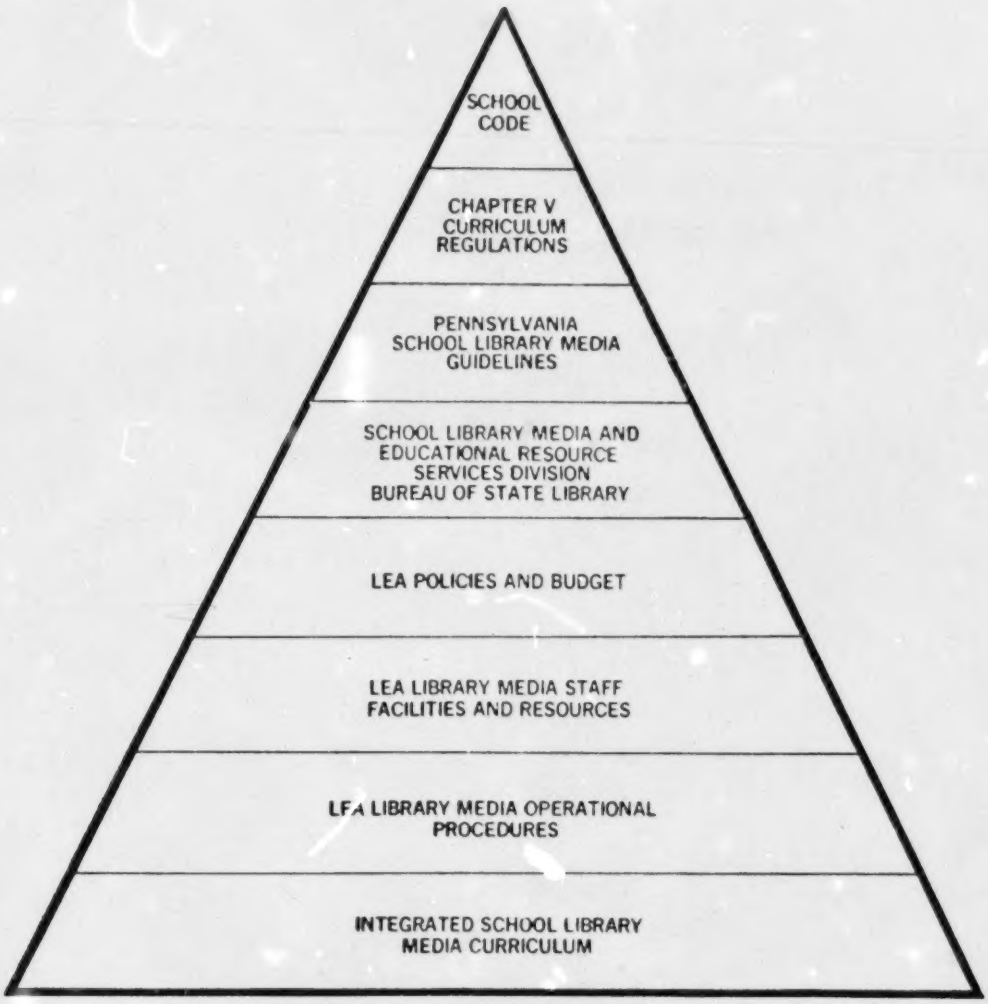
INTRODUCTION

In her article "School Library Media Standards: Changing to Suit the Times" (1982), Milbrey Jones recognized the difficulty of writing school library media guidelines which would be accepted by a broad audience and also respond to the contemporary educational scene. Jones states "The task of writing school library media standards for 1984 and beyond is certainly no easier than it was in 1920 or 1945 or 1975. The job of schools in the last 15 years of the 20th century, as it was at any time in the past, is one of teaching students to cope with change and ever-increasing complexity. Perhaps today's difficulty is that change and complexity seem to move with greater speed."

The committee involved in writing this document strived to produce guidelines which were concise, definitive, conducive to comprehension and achievable by local school districts. They do not, by themselves, represent a complete school library media curriculum. However, they provide a framework around which local school districts can develop a flexible integrated K-12 school library media program supported by local school policies and operational procedures.

The curriculum of the school library media program must address the information processing skills outlined in Chapter 2 "Scope and Sequence." The attainment of these skills will permit students to locate, process, evaluate, synthesize and utilize information from a variety of resources. A K-12 integrated school library media program, properly staffed and supported by resources which are responsive to the curriculcum, will contribute significantly towards student attainment of these skills.

These school library media program guidelines are recommendations made by the Pennsylvania Department of Education to assist local school districts to meet the requirements of Chapter 5 of the Pennsylvania Code, Title 22, "Education."


SCHOOL CODE
CHAPTER V CURRICULUM REGULATIONS
PENNSYLVANIA SCHOOL LIBRARY MEDIA GUIDELINES
SCHOOL LIBRARY MEDIA AND EDUCATIONAL RESOURCE SERVICES DIVISION BUREAU OF STATE LIBRARY
LEA POLICIES AND BUDGET
LEA LIBRARY MEDIA STAFF FACILITIES AND RESOURCES
LEA LIBRARY MEDIA OPERATIONAL PROCEDURES
INTEGRATED SCHOOL LIBRARY MEDIA CURRICULUM

The Hierarchy of Support for School Library Media Programs in Pennsylvania

GLOSSARY OF TERMS

Centrally Accessible Collection:

A collection of resources, both print and non-print, which supports the school curriculum and is housed at some central location in the school building.

Curriculum:

A series of written plans that are articulated with one another so that when they are implemented as part of an institutional program, knowledge, skills, attitudes, and behaviors are taught in a systematic, cumulative manner.

Goals of Quality Education:

Broad goals identified by the State Board of Education as desirable outcomes of instruction in the area of Communication Skills, Mathematics, Self-Esteem, Analytical Thinking, Understanding Others, Citizenship, Arts and the Humanities, Science and Technology, Work, Family Living, Health, and the Environment.

Information Processing Skills:

Those competencies which enable students to locate, interpret, analyze, synthesize, evaluate and utilize data from print and non-print resources.

School Library Media Center:

An area or system of areas located in a school building where a full range of information resources, associated equipment, and services provided by professional library media staff are made accessible to students, teachers and administrators.

School Library Media Program:

The instructional objectives, activities, facilities, resources, equipment, and staff which are utilized to assist students to develop information processing skills.

Scope and Sequence:

The information processing skills included in a school library media program organized in such a manner to indicate when each skill will be introduced, reinforced or expanded upon.

CHAPTER I

PHILOSOPHY

Over the years, services and operations of the school library media centers have emerged, developed and changed as have curriculum patterns. The force of the library media center can be realized only when its collection reflects the curriculum and the center is properly staffed, supported and utilized.

The library media program is an integral part of the total curriculum. It develops in students the ability to locate, evaluate and apply information, fosters a lifelong critical interest in the media and extends the areas of knowledge beyond the limits of the classroom.

Each school building should have a centrally housed accessible library collection. Additional resources, services, and supervisory staff may be provided on the district level. The level and types of services provided should be consistent with these established guidelines in order to ensure a quality program.

RATIONALE

Schools have a primary responsibility for the implementation of the Twelve Goals of Quality Education as established by the State Board of Education. A school library media program is an essential element in implementing a curriculum designed to achieve these goals. The goal-related requirements addressed in the "Scope and Sequence" (Chapter 2 of this document) have a direct relationship to the school library media program. However, the resources of the school library media center support all the goals and, therefore, the entire curriculum.

Every student deserves a quality education and, therefore, should have access to an effective integrated K-12 school library media program.

CHAPTER II

SCOPE AND SEQUENCE

The Pennsylvania Code, Title 22, "Education", Section 5.33, requires each school district to have a comprehensive K-12 library program in operation (see Appendix C).

The information processing skills presented in the following scope and sequence chart are directly related to the 12 Goals of Quality Education and the objectives of these goals as found in Appendix B. Only those objectives which had a clear connection with the school library media program were included in the scope and sequence chart. Individual grade levels were not identified in order to permit greater flexibility by local curriculum planners in determining where a skill should be introduced, reinforced or expanded upon. The list also does not represent a discrete sequence, but presents an overview of those skills which are generally presented in the elementary, junior high and/or senior high levels.

Skills should be taught functionally as they relate to the needs, interests and activities of the students. Opportunities should be provided which permit students to move from the simple to the more complex levels of learning. Pedagogical techniques and instructional strategies should reflect current thinking and practices in learning theories and teaching methods.

Scope and sequence charts should be reviewed and updated on a periodic basis so that the skills addressed will adequately prepare students to evaluate, select and interpret current information from both print and nonprint sources.

Local discretion is encouraged in defining the appropriate path students should follow in building these competencies.

SCOPE AND SEQUENCE

Goal / Objective	1 COMMUNICATION SKILLS: 1.a Comprehension of oral, written, and non-verbal communication:	1.d Response to literature and arts	1.e Use of information sources and research technology
ELEMENTARY	. Interpret information in print and nonprint resources . Alphabetize to the end of the word . Differentiate between fiction & nonfiction . Draw conclusions from open ended stories . Sequence story events . Identify main idea . Skim for relevance of information . Develop listening and viewing skills	. Listen to stories . Critique literature . Identify works of various illustrators . Select literature to meet individual ability and interest . Identify forms of literature . Identify themes of various authors . Request additional reading materials . Read a variety of materials . Dramatize stories . Produce stories in various media	. Use the library catalog of materials to identify and locate author, title and subject . Use reference tools such as: encyclopedia, dictionary, and automated sources . Identify and use local community resources . Identify and use parts of a book . Locate materials using the Dewey Decimal System . Use nonprint materials
JUNIOR HIGH	. Evaluate and interpret materials . Summarize and paraphrase information . Reinforce previously acquired skills	. Identify sources of poetry and quotations . Locate and use references related to literature and art . Report on historical novels . Define and critique science fiction . Share literary selections	. Use library staff and resources effectively . Apply research skills to locate information which fulfills assignments and satisfies personal interests
SENIOR HIGH	. Organize information from several sources . Present information in various formats . Apply problem-solving and critical-thinking skills to library related assignments . Evaluate and interpret information	. Analyze and interpret information gained by reading, viewing, listening, discussing and writing . Interpret graphs, charts and pictures	. Select materials identified in subject bibliographies and special reference tools . Discriminate between sources of information about living and deceased authors . Identify and use various types of dictionaries . Seek information from the community; the news media; interlibrary loan; on-line sources; information networks; public, academic and special libraries . Use government documents

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Goal	2 MATHEMATICS	3 SELF-ESTEEM	
Objective	2.c Computer literacy and data management	3.b Recognition of one's personal abilities, interests and accomplishments	3.d Development of self-confidence
ELEMENTARY	. Demonstrate ability to turn a computer on/off . Select and execute drill and practice, tutorial, and problem-solving programs . Write a simple program	. Demonstrate responsible use of library property . Identify individual interests through student interest inventory . Select resources based on interests and abilities	. Demonstrate ability to independently select and use resources . Participate in library operations and activities
JUNIOR HIGH	. Review computer literacy skills . Define computer terms . Write a short program and obtain a hard copy . Develop an awareness of the role of the computer in society	. Reinforce previously acquired skills . Utilize library resources and equipment to produce a project related to a hobby or a personal interest	. Reinforce previously acquired skills . Demonstrate independent use of print and nonprint media
SENIOR HIGH	. Reinforce previously acquired skills . Access data base information . Utilize electronic mail system . Utilize computer as a word processor	. Reinforce previously acquired skills . Develop an interest inventory and administer it to one's peer group	. Reinforce previously acquired skills . Select and complete a project suitable for the grade level and subject area using a variety of resources

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Goal Objective	4 ANALYTICAL THINKING: 4.a Information management skills 4.b Logical thinking skills 4.c Problem-solving skills 4.d Decision-making skills	5 UNDERSTANDING OTHERS 5.a Cultural similarity and diversity	5. Roles and contributions of racial and ethnic groups and women
ELEMENTARY	. Demonstrate knowledge of alphabetical arrangement . Identify parts of a book . Locate information using dictionaries, encyclopedias, almanacs, and atlases . Use library catalog to locate materials Find materials according to the classification system . Select and evaluate resources . Select pertinent information to meet specific needs . Organize and summarize information . Use the microcomputer to solve problems	. Describe the cultural similarities and difference in folktales and contemporary literature . Identify ethnic, racial, and sexual stereotyping . Identify resources which portray the positive values of ethnic and racial diversity	. Use resources which identify contributions of women, racial and ethnic groups . Read biographies and describe the contributions made by individuals
JUNIOR HIGH	. Demonstrate competency in the use of dictionaries, encyclopedias, almanacs, and atlases . Locate information in special reference tools . Locate information through the use of indexes . Locate information in nonprint materials . Compile a bibliography incorporating print and nonprint media . Demonstrate competency in selecting materials for appropriate content, and in organizing and synthesizing information . Plan strategy for electronic information retrieval . Identify bias and propaganda . Use the microcomputer to solve problems	. Identify cultural similarities and differences as portrayed in literature . Select resources which portray the positive values of ethnic and racial diversity . Identify and explain the influence of media on racial and sexual stereotyping	. Use resources which identify contributions of women, racial and ethnic groups
SENIOR HIGH	. Demonstrate proficiency in analytical thinking skills . Utilize the computer for information retrieval . Use the microcomputer to solve problems	. Use existing biased materials as documents which reflect the thinking of society at that time . Use literature to explain the similarities and differences of various cultures	. Analyze biographies for the contributions made by individuals

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Goal	6 CITIZENSHIP	7 ARTS AND THE HUMANITIES:	8 SCIENCE AND TECHNOLOGY
Objective	6.d Individual rights and responsibilities	7.b Understand the influence of literature, philosophy, and tradition in shaping our heritage	8.d Inquiry and hands-on activity in science and technology
ELEMENTARY	. Practice library rules and demonstrate appropriate behavior . Exhibit consideration for the rights of others . Voluntarily participate in library activities	. Use folklore to understand our heritage . Describe, interpret and enjoy different forms of oral and written expression . Express personal reactions to literature . Identify the similarities and differences in the literature of the cultures which shaped our heritage . Find examples of various literary forms according to specific criteria	. Use appropriate science reference resources . Identify appropriate science and technological magazines . Locate an article in a science magazine . Produce nonprint materials . Utilize nonprint resources for information and reporting findings . Use a magazine index to locate specific information . Demonstrate proper use and care of audio-visual equipment
JUNIOR HIGH	. Practice library rules and demonstrate appropriate behavior . Exhibit consideration for the rights of others . Voluntarily participate in library activities	. Demonstrate a knowledge of traditional literature of various societies . Describe, analyze, interpret, and enjoy a variety of forms of expression in the humanities . Explain personal reactions to literature . Interpret content as it applies to contemporary social behavior . Locate examples of literature which have influenced the shaping of our heritage	. Use specialized science reference resources . Identify appropriate science and technological magazines . Use a magazine index to locate specific information . Demonstrate proper use and care of audio-visual equipment . Produce nonprint materials
SENIOR HIGH	. Practice library rules and demonstrate appropriate behavior . Exhibit consideration for the rights of others . Voluntarily participate in library activities . Identify appropriate governmental and community service agencies . Locate and use legal documents	. Research and synthesize literary influences in the shaping of our heritage . Locate, identify and compare philosophies which influenced our historical development	. Refine skills previously acquired . Identify and use newspaper and subject area magazine indexes . Expand previously acquired technological skills to produce multimedia presentations, radio and TV

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Goal	9 WORK	10 FAMILY LIVING	11 HEALTH
Objective	9.a Develop career awareness	10.b Selection, management and maintenance of personal and family resources	11.b Community health, disease prevention and control 11.d Tobacco, alcohol and other drugs 11.f Personal, family and consumer health
ELEMENTARY	. Use library resources to identify various careers	. Use library resources to identify varying family relationships . Use library resources to locate community services	. Locate, select, and utilize resources to meet health information needs
JUNIOR HIGH	. Use a variety of resources to locate career information . Locate and use resources which list employment opportunities	. Select and analyze resources reflecting varying family relationships . Use library resources to locate community services	. Use a variety of resources to locate consumer health information . Summarize and compare findings from a variety of resources
SENIOR HIGH	. Refine skills previously acquired . Use library resources to evaluate career choice(s) and prepare job resumés	. Refine previously acquired skills . Use library resources to develop a personal budget	. Use library resources to identify sources of community health service . Evaluate and analyze health information from a variety of sources

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Goal	12 ENVIRONMENT
Objective	12.a Knowledge of natural and human resources

ELEMENTARY	. Locate, select, and utilize resources to meet environmental information needs
JUNIOR HIGH	. Summarize and compare findings from a variety of resources
SENIOR HIGH	. Evaluate and analyze information from a variety of resources

CHAPTER III

STUDENT OUTCOME STATEMENTS RELATED TO THE SCHOOL LIBRARY MEDIA PROGRAM

In 1976, the State Board of Education initiated a review and revision of the Goals of Quality Education for the Commonwealth of Pennsylvania. In an attempt to involve citizens in the review, the board decided to work in cooperation with the intermediate boards of school directors.

Each intermediate unit board of school directors was invited to coordinate a review of the goals for its respective area. The intermediate units used a variety of approaches to the task and completed their review of the goals in 1977.

The Department of Education used the results of the intermediate unit review as a basis for preparing a draft revision of the goals. After several review sessions and public hearings in March, 1979, the State Board of Education adopted the revised Goals of Quality Education and accompanying preamble as a policy statement.

Also, beginning in 1976 the model districts for Project 81 began working with their respective communities to define life role competencies needed by students to function successfully as adults. This effort yielded a set of life role competencies for each of the model districts. Analysis of the local district lists of competencies indicated that about 50 competencies were common to the district lists. These common competencies also were used by the Department of Education in preparing the draft revision of the goals.

Based upon the intermediate review comments and the Project 81 experience, the State Board of Education asked the Department of Education to work with the Project 81 model districts and educators from throughout the Commonwealth to prepare a set of expectations for students to support each of the newly revised goals. The Department of Education contracted with the Pennsylvania Association for Supervision and Curriculum Development (PASCD) to coordinate this task.

In March, 1979, representatives from 24 professional curriculum related associations, the Project 81 model districts, and the Department of Education met under the leadership of PASCD to prepare skill, knowledge and attitude expectations for students in each of the goal areas. The statements were reviewed by staff of the Department of Education.

The first draft of the student outcomes was prepared in February, 1980, and were revised in April, 1981. These documents provided the input to determine specific objectives for the Quality Goals (Appendix B). The student outcome statements were then reviewed to determine those which had a direct relationship to the school library media program. The scope and sequence chart was developed by Goal and specific competencies were then identified which would contribute to meeting desired student outcomes.

The school library media center, however, must provide appropriate resources to support the entire K-12 local school district curriculum. Therefore, the

school library media center must have the available resources to support all the objectives identified in the Curriculum Regulations. All disciplines must be adequately supported by resources, both print and nonprint, and must be available to all students in order to meet the curriculum requirements and fulfill the objectives of the Quality Goals of Education.

Students should develop information processing skills as part of the total school curriculum process and should not receive instruction in library media skills in a vacuum. Librarians and classroom teachers need to cooperatively develop a fully integrated K-12 school library media program. Such an approach will allow school districts to meet the requirements of the Public School Code of 1949 (Appendix H) regarding school library programs.

CHAPTER IV

INTEGRATION

A quality school library media program designed to achieve the Quality Goals of Education is essential to the total school curriculum.

Chapter II of this document identifies the information processing skills needed by students in order to meet the desired student outcomes listed in Chapter III. Integration of the skills and the outcomes will only be achieved when a comprehensive plan of school library media instruction is jointly developed by classroom teachers and the school library media teachers. Purposeful planned teaching of library media skills and supervised use of resources in the educational climate will help to ensure education of the highest quality for all students.

In addition, the plan for school library media instruction must include the appropriate staff, facilities, budget and library media collection needed to assist students develop the desired information processing skills.

STAFF

The size and composition of the library media staff needed in any school district will depend upon the number and size of the schools it operates and upon the quality of the program it seeks.

I. School Library Media Teachers

A. Elementary:

Each school district must employ a full-time elementary school librarian (see Appendix C).

NOTE: It is recommended that a school district with multiple elementary school buildings employ more than one library media teacher in order to provide an effective library media program.

B. Secondary:

A full-time school librarian must be employed in each secondary school building (see Appendix C).

Note: It is recommended that in large secondary schools more than one library media teacher be employed in order to provide an effective library media program.

C. Certification:

The library media teacher shall hold a valid instructional certificate and shall meet state certification requirements for school library media education (see Appendix D).

D. Responsibilities·

In establishing a role which is personally satisfying and professionally rewarding, Donald Ely (1982) indicates that the key to success for school library media specialists is the ability to cope with change. Local policies and procedures not only influences the definition of this role, but also impact on the K-12 integration of school library media skills.

However, library media specialists have responsibilities in four major areas: (1) teaching, (2) developing curriculum, (3) acting as a research consultant and (4) managing the operation of the school library.

Duties include, but are not limited to:

1. Teacher

..conduct classes on informational processing skills
..schedule classes
..utilize community resources
..recommend alternative learning activities
..plan activities

2. Curriculum Developer

..develop the scope and sequence of library media skills
..develop learning objectives
..serve on the district curriculum team
..participate in the evaluation of the integrated curriculum

3. Research Consultant

..assist students, teachers, and administrators to use resources
..identify and interpret legislation affecting school library media programs
..engage in research
..participate in computerized networking systems

4. Library Operations Manager

..develop and recommend policies for implementation
..establish and implement procedures for acquisition, distribution and maintenance of resources and equipment, maintain inventories and weed collections
..prepare reports utilizing input and output measures
..manage personnel

II. Additional Professional Staff

A. Instructional Media Specialist

While not mandated by State regulations, the services provided by an instructional media specialist are essential to a quality educational program. The instructional media specialist shall hold a valid instructional certificate and shall meet state certification requirements for instructional media specialist education.

Responsibilities:

.. The instructional media specialist provides instruction to students and teachers in the design, production and utilization of instructional materials and guides students and teachers in the care and use of related equipment.

.. The instructional media specialist serves as a consultant to teachers in the design of instructional strategies, their implementation and evaluation. The instructional media specialist adapts existing materials and assists teachers in the design and production of original materials to meet specific instructional needs.

.. The instructional media specialist assists the administrator by providing in-service programs for staff. The media specialist may assume responsibility for the design and production of informational programs for use within the school or as a public relations service to the community.

B. Program Head

When a school building has more than one professional on the school library media staff, a program head should be selected on the basis of breadth of knowledge, experience and leadership capability. If no one is designated as building program head, then detailed job descriptions should specify the duties of each professional.

C. Library Media Supervisor

Where there are several library media professionals in a district, a district level certificated library media supervisor should be appointed to coordinate all media services, develop a unified program, train and evaluate staff and supervise the centralized acquisition and processing of materials.

III. Support Staff

In an effective library media program clerical and/or paraprofessional staff should be provided on both the building and district levels. Such a staffing pattern will permit optimum utilization of the professional staff.

The American Association of School Librarians, The American Library Association, and the Association for Educational Communications and Technology in Media Programs, District and School (1975), recommend that aides perform the following activities:

..prepare, process and receive orders
..process materials
..maintain records, inventories, and bookkeeping accounts
..type correspondence, reports and bibliographies
..locate and retrieve materials and equipment for users and assist them in using library media center resources
..assist in the production of materials
..assist in the operation and minor repair of equipment and in the maintenance and repair of materials
..shelve, file and duplicate materials
..check lists and bibliographies to determine availability of materials
..perform circulation tasks such as charging, discharging, reserving, booking, scheduling, and delivery of materials and equipment
..respond to the needs and interests of students under the supervision of the head of the library media center.

FACILITIES

A quality school library media program requires appropriate facilities to fulfill its goals. The facilities of the school library media program should permit smooth traffic flow, allow for clear visibility of all areas, accommodate the handicapped, and provide for future expansion. These facilities should include:

I. Seating Area

Seating should be provided to accommodate the activities included in the school library media program. It is recommended that seating be provided for at least two classes; in large schools - more. Sufficient electrical outlets should be provided to allow for multiple use of equipment by students in the seating area.

II. Library Instruction Classroom Area

Sufficient space and appropriate furnishings should be provided in the library media center to permit instruction for the largest class in the building.

III. Conference Area

Sufficient space and appropriate furnishings should be provided to accommodate small groups, independent study, and faculty use.

IV. Shelving Area

Appropriate shelving should be provided to make the collection attractive and facilitate locating desired materials. Location and placement of shelving should permit easy access for students of all ages and accommodate the requirements of the physically handicapped. It should, of course, accommodate the various sizes of print and nonprint materials and equipment.

V. Circulation Area

Appropriate space and furnishings in close proximity to the catalog of the holdings of the library media center should be provided for materials charge out and return.

VI. Work Space/Office Area

In order to accommodate the technical functions of the library media program, appropriate space and furnishings, electrical outlets, and running water should be provided.

VII. Materials Production Area(s)

The activities of the school library media program will dictate the space and equipment needed for the production of print and nonprint materials. These activities could include: duplicating, laminating, dry mounting, making overhead transparencies, photographic darkroom work, TV studio productions, audio recording, and producing graphics.

VIII. Computer Area

As available information is growing at an ever-increasing rate, school libraries must have access to electronic equipment. Sufficient space and electrical outlets should be provided for microcomputers, terminals, modems and printers so that students have access to various computerized data bases, information sharing networks, and electronic mail systems.

NOTE: School districts planning new constuction or renovation should consult Recommended Design Criteria for School Facilities (formerly Standards for School Buildings) Sections 3-311 and 3-321.

BUDGET

The American Association of School Libraries and the Association for Educational Communications and Technology have recommended that at least ten percent of the national Per Pupil Operation Cost (PPOC) be used to maintain an up-to-date collection of materials and equipment. Wilkinson (1982) maintains that this puts the $61,000 estimated as necessary to maintain the materials and collections in 1982 of an average size school of 500 students well within the ten percent of the PPOC. These figures, however, represent a sizeable portion of local school district budgets. They do, however, represent the total instructional commitment for the entire curriculum. And, in many cases, not

all this equipment is located in the school library media center and, therefore, is not always reflected in the school library media budget.

I. Resources and Equipment Allocations

The annual budget of the school library media program should provide funds for library print and nonprint materials and instructional equipment as provided under PDE Accounting Codes 223, 224, 225, 643, and 1243. The ratio of expenditures for various types of materials and equipment will depend upon the extent of the holdings and the demonstrated needs of students and teachers.

II. Budget Development

Budget priorities should be recommended by an advisory committee that includes library media professionals, teachers and other professional staff, working cooperatively with school administrators and principals. Adequate funds must be budgeted to maintain current, viable collections to meet curriculum/student/teacher needs.

III. Special Considerations

Installation of expensive electronic facilities, delivery systems, security systems, furniture and special equipment will require capital outlay funds. In addition, salaries and plant maintenance should be funded separately.

IV. District Level Support

Annual allocations should not only maintain the library media collections for building level programs, but should also provide for district level support. This support could include professional reference materials, centralized processing, videotapes, photographic equipment, supplies for public relations activities, and equipment needed by individual schools.

V. Networks

There are several electronic networks which can be used to support school library media programs. The services provided by such networks range from sending electronic messages to searching computerized databases which cover a wide range of topics. Electronic networks greatly increase the number of resources available in a school library and support many of the research needs of students, teachers and administrators. It is recommended that such networks be funded by the district over and above the regular school library media budget.

VI. Additional Funding

Federal funds, including ECIA and other organizational grants, should be used to supplement, not supplant, local support of the school library media program.

Local school districts are urged to perform cost-effectiveness studies to determine and justify the budgetary support needed for the school library media program. Wilkinson (1982) states:

> "For public education and media programs to be truly cost-effective, it is necessary to move into the independent use of media in education. Unless media and technology are employed to reduce the labor intensive nature of public education, the long-term economic problems of education will not be solved, even if the immediate problems of inflation, recession, and governmental cut-backs go away. For media programs to prosper, it is necessary to examine the role of media in education, design comprehensive programs of evaluation, and gather the economic data which will justify the program to the decision makers responsible for the expenditure of public funds."

COLLECTION

I. Selection Policy

Every school district should have a comprehensive library media selection policy developed cooperatively by the library media professional staff, teachers, students, parents, administrators and members of the board of education. This policy should be written in clear, concise language so that everyone involved will understand the criteria which is applied when selecting materials to support the curriculum, the procedures used to weed the collection, discard materials and equipment, handle donated equipment, and the process to follow to challenge materials. Such well-defined policies will establish an openness which will encourage cooperation in meeting these policies and contribute to the sense of trust needed by schools as they fulfill their commitments to the community (see Appendix G).

In order to protect administrators and teachers from charges of violating copyright requirements, each school district should have a written policy which addresses the recommendations made by PDE on BEC 11-78 (see Appendix F) regarding copyrighted materials. This policy should also include microcomputer software packages used in the instructional program and in library media management.

These policies should be adopted by the board of education. Evaluation and revision of the policies should be made periodically as a component of the long range plan of the school district.

NOTE: School Library and Media Center Acquisition Policies and Procedures, Mary M. Taylor, ed., The Oryx Press, 1981, is an excellent reference book for collection concerns. Fifteen school district policies are presented in full and are representative in several categories including size, geographic location and content. It also includes an excellent appendix on library policies.

II. Size and Development

An initial collection of 20 professionally selected items (one physically complete piece of media, print or nonprint) per student should be available within three (3) years after the opening of a school library media center. Thereafter, there should be an annual, systematic purchase of resources to expand the collection to 40 items per student. In schools with enrollments of under 200, more than 20 items per student is needed initially to provide an adequate range of subject matter, skill levels and formats. In schools with enrollments of more than 1,000, the number of items needed per student can be decreased without necessarily imparing the adequacy of the collection.

Obviously, there are no absolutes with regard to the size of the collection. Even in schools of the same size serving the same grades, such variables as the scope and depth of the curriculum, the range of the ability of the students, and the cultural homogeneity or diversity of the community will affect the number of materials needed to provide adequate service.

It should be remembered that the careful development of a collection is more important than the early attainment of some desired size. In addition, the collection must be kept current. Old, out-of-date materials are of little value no matter how many volumes are on the shelf. Weeding procedures, which are responsive to the total curricular needs, must be in place to ensure that students have access to current, technically correct information.

III. Location

To provide the greatest depth and breadth possible to students of various ability levels, a centralized collection of library resources should be provided in each school building. This approach is the most widely accepted organizational method and contributes significantly towards avoiding unnecessary duplication of materials.

IV. Access

Students should have easy access to the school library media collection. Every effort should be put forth to make the collection accessible at all times during the school day as well as before and after scheduled classroom hours.

CHAPTER V

EVALUATION

Evaluation is an on-going process to determine the effectiveness of a program as defined by the long range plan of the school district. An in-depth evaluation, at both the district and building level, is recommended in order to build and maintain school library media programs of functional excellence. The results of the evaluation should be the basis for changing or modifying the present school library media program to meet the goals and objectives of the school district.

It is the responsibility of the superintendent of the school district to initiate the evaluation of the library media program. An on-going evaluation conducted by the library media staff should involve teachers, students, administrators, curriculum and research personnel. In addition, an evaluation by professional consultants should be made at periodic intervals.

An evaluation answers four basic questions:

1. What are the school district's goals and objectives?
2. What library media experiences should be provided to meet the stated goals and objectives?
3. What evidence is there of progress or retrogression?
4. What action should be taken to correct weaknesses and to increase the quality and effectiveness of the program?

An evaluation should include a study of:

I. Program

Are the services adequate to meet program goals?

Components to be evaluated include, but are not limited to:

- the extent of cooperative curriculum planning
- the process and content of formal instruction
- provisions for informal instruction
- opportunities for inservice training
- the processes of guidance in reading, viewing, and listening
- the adequacy of information retrieval

II. Organization

Is the organization structured so that program goals can be fulfilled?

Components to be evaluated include, but are not limited to:

- the accessibility to library media center and resources
- the flexibility of the library media schedule
- the adequacy of reference services
- the response of the delivery system

III. Budget

Is the budget adequate to meet program goals?

Components to be evaluated include, but are not limited to:

- range and depth of services to meet user needs
- the process for formulation of budget
- the process for implementation of budget
- the cost-effectiveness of the provision of service

IV. Resources

Are the resources adequate to meet program goals?

Components to be evaluated include, but are not limited to:

- the degree and effectiveness of utilization of resources
- the variety of resources available to meet curricular needs and individual interests
- the adequacy of resources to meet varying teaching techniques and individual learning styles
- the selection procedures reflecting total school needs
- the implementation of the school district selection policy
- the frequency with which collections are re-evaluated to insure that they remain current and responsive to user needs
- the availability of professional resources
- the availability and utilization of community resources
- the availability and utilization of regional media resources

V. Facilities

Are facilities adequate to meet program goals?

Components to be evaluated include, but are not limited to:

- the convenience of access for all people
- the adequacy of facilities for individual and group use
- the adequacy of storage space for resources and equipment
- the adequacy of space for staff work areas
- the adequacy of space for local production of resources

VI. Personnel

Is staffing adequate to meet program goals?

Components to be evaluated include, but are not limited to:

- the size of the staff to meet program goals
- the education of professional and support staff

. the opportunities for continuing education for professional and support staff
. the opportunities for evaluation of professional and support staff
. the job descriptions for each staff position

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APPENDIX A

PREAMBLE OF THE QUALITY GOALS
as approved by the State Board of Education
March 13, 1980

The General Assembly has provided several mechanisms for further specifying the appropriate minimal scope and content of a school curriculum. First, the Pennsylvania Public School Code provides statutory mandates for the offering of courses that include content from specific subject areas. Second, the Administrative Code gives the State Board of Education authority to establish broad educational objectives toward which the Commonwealth's schools aim their programs and to adopt regulations governing those programs.

The State Board of Education, recognizing that the objectives of schooling go beyond the transmittal of the content of specific subject areas, established twelve Goals of Quality Education. These Goals specify desirable outcomes of schooling in the areas of Communication Skills, Mathematics, Self-Esteem, Analytical Thinking, Understanding Others, Citizenship, Arts and the Humanities, Science and Technology, Work, Family Living, Health, and the Environment. These outcomes can be achieved via instruction in any number of different subject areas.

The Public School Code course mandates require that schools offer instruction in a specified range of subject matter as part of their educational programs. This chapter of regulations requires that educational programs be purposefully planned so as to address all of the Goals of Quality Education. The statutory and regulatory mandates are intended to be mutually supportive. Together, they represent the basis for a balanced educational program designed not only to transmit accumulated knowledge, but also to achieve a broader set of goals that are vital to the development of the students of this Commonwealth. The regulations are intended to be specific enough to facilitate efficient coordination with statutory mandates and flexible enough to facilitate local innovation and adaptation. School entities are expected to supplement these two sets of state mandates with requirements that meet unique local needs and to work cooperatively with students' families, communities, and other institutions toward achievement of these educational goals.

The Constitution of the Commonwealth of Pennsylvania also requires equitable treatment of all its citizens, regardless of race, sex, or national origin. This commitment is reflected in curriculum regulations that require schools to provide, for every student every year, instruction that addresses all of the Goals of Quality Education. In addition, the educational development of all students is enhanced when the curriculum and school environment are multi-ethnic, multi-racial, multi-cultural, non-sexist, and fully accessible to handicapped students and staff members. Furthermore, a school environment that is safe, attractive, and orderly promotes a willingness to achieve one's objectives and to continue learning throughout life.

APPENDIX B

THE 12 GOALS OF QUALITY EDUCATION
March 13, 1980

1. COMMUNICATION SKILLS: Quality education shall help every student acquire communication skills of understanding, speaking, listening, reading and writing. Objectives are:

    a. Comprehension of oral, written and non-verbal communication
    b. Composition of oral and written communication
    c. Interpretation to and facility with language patterns
    d. Response to literature and arts
    e. Use of information sources and research techniques

2. MATHEMATICS: Quality education shall help every student acquire knowledge, appreciation, and skills in mathematics. Objectives are:

    a. Numeration and computation
    b. Geometry and measurement
    c. Computer literacy and data management
    d. Reasoning, problem solving and creativity
    e. Mathematical life skills and applications

3. SELF-ESTEEM: Quality education shall help every student develop self-understanding and a feeling of self-worth. Objectives are:

    a. Understanding of personal strengths and limitations
    b. Recognition of one's personal ability, interests and accomplishments
    c. Awareness of one's personal beliefs and opinions
    d. Development of self confidence
    e. Development of personal adaptability to change

4. ANALYTICAL THINKING: Quality education shall help every student develop analytical thinking. Objectives are:

    a. Information management skills
    b. Logical thinking skills
    c. Problem solving skills
    d. Decision making skills

5. UNDERSTANDING OTHERS: Quality education shall help every student acquire knowledge of different cultures and an appreciation of the equal worth and rights of all people to include the active roles and contributions of women, minority, racial and ethnic groups. Objectives are:

    a. Cultural similarity and diversity
    b. Individual similarity and diversity
    c. Interpersonal relationship skills
    d. Human interdependence
    e. Roles and contributions of racial and ethnic groups and women

6. CITIZENSHIP: Quality education shall help every student learn the history of the nation, understand its systems of government and economics and acquire the values and attitudes necessary for responsible citizenship. Objectives are:

   a. Histories: local, state, national and global
   b. Systems of Government and Law
   c. Systems of Economics
   d. Individual rights and responsibilities
   e. Knowledge of the participatory nature of the democratic system

7. ARTS AND THE HUMANITIES: Quality education shall help every student acquire knowledge, appreciation and skills in the arts and the humanities. Objectives are:

   a. Comprehend principles and concepts in art, music, craftsmanship, other discrete arts, and the humanities.
   b. Understand the influence of literature, philosophy, and tradition in sharing our heritage.
   c. Develop analytic and performing skills in the arts and the humanities.
   d. Apply objective and aesthetic criteria to decision making.
   e. Participate in intellectual and creative experiences in the arts and humanities.

8. SCIENCE AND TECHNOLOGY: Quality education shall help every student acquire the knowledge, understanding and appreciation of science and technology. Objectives are:

   a. Basic scientific concepts and processes
   b. Technological applications of scientific principles
   c. Interaction of science, technology and society
   d. Inquiry and hands-on activity in science and technology
   e. Understanding and use of scientific methodology

9. WORK: Quality education shall help every student acquire the knowledge, skills and attitudes necessary to become a self-supporting member of society. Objectives are:

   a. Develop career awareness
   b. Develop personal career planning skills
   c. Develop job seeking, job getting, and job keeping skills
   d. Develop entry level occupational skills
   e. Develop an awareness of the dignity of work
   f. Develop current labor market skills to foster economic development

10. FAMILY LIVING: Quality education shall help every student acquire the knowledge, skills and attitides necessary for successful personal and family living. Objectives are:

   a. Development of personal and family relationships
   b. Selection, management and maintenance of personal and family resources

c. Understanding the economics of family life
d. Development of consumer skills

11. HEALTH: Quality education shall help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being. Objectives are:

a. Physical fitness
b. Community health, disease prevention and control
c. Human growth, development and nutrition
d. Tobacco, alcohol and other drugs
e. Safety and first aid
f. Personal, family and consumer health

12. ENVIRONMENT: Quality education shall help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment. Objectives are:

a. Knowledge of natural and human resources
b. Geographic understanding: local, regional, global
c. Interrelationship and interdependence of natural and human systems
d. Development of personal environmental attitudes and values
e. Environmental problem solving and management skills
f. Knowledge and appropriate uses of energy

APPENDIX C

COMMONWEALTH OF PENNSYLVANIA
TITLE 22. EDUCATION
DEPARTMENT OF EDUCATION

SCHOOL LIBRARIES

§5.31. Librarians.

(a) Elementary school librarian. Each school district shall employ a full-time, certified elementary teacher or school librarian to provide leadership in the development of an effective library program. An individual appointed to this position shall secure certification as an elementary school librarian before September, 1973.

(b) Secondary school librarian. Each secondary school shall employ a full-time, certified school librarian.

§5.32. Book Collections

(a) Each school district shall have a library book collection of no less than ten carefully selected titles per elementary and secondary pupil or a collection of 10,000 titles per school, which ever is smaller.

(b) Books borrowed from nonschool libraries shall not be counted in this total.

(c) Schools constructed after September, 1968, shall be given four years to comply with this section.

§5.33. Programs.

By September 1973, every school district shall have in operation a comprehensive library program, including printed material and non-printed media. This program shall encompass kindergarten or grade one through grade 12 and shall meet standards established by the Department.

APPENDIX D

CERTIFICATION REQUIREMENTS

LIBRARY SCIENCE
K-12

The library science teacher must be both competent and effective as an educator, knowledgeable about educational processes and designs, conversant with the content of instructional media and capable of relating and interrelating media content with curriculum demand.

Such diversity of competencies and knowledge is demanded by the complex services expected of today's professional library science teachers. This service and its component activities have been specifically outlined by the American Library Association as basic to quality library programs:

a. participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members.
b. provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
c. stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
d. provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments and to acquire desirable social attitudes.
e. help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.
f. introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.
g. work with teachers in the selection and use of all types of library materials which contribute to the teaching program.
h. particpate with teachers and administrators in programs for continuing professional and cultural growth of the school staff.
i. cooperate with other library science teachers and community leaders in planning and developing an overall library program for the community or area.

The following standards pertain to college programs for the preparation of library school personnel:

STANDARD I The program shall provide sufficient opportunity for the prospective library science teacher to acquire a broad general background. The program shall require learning experience in these foundation areas:

a. educational administration and supervision.
b. principles of teaching and learning.

c. curriculum structure, content and evaluation.
d. humanities.
e. guidance and counseling.
f. communications.
g. research methods.

STANDARD II The program shall require of each prospective library science teacher acquisition of teaching competency in a curricular area.

STANDARD III The program shall provide for each prospective library science teacher learning experiences from the specialized library science areas:

a. analysis of nature and content of instructional materials.
b. methods of selecting and evaluating materials through study of individual media as well as through cross-media study by curriculum unit or grade level.
c. methods of utilization of materials to support curriculum and meet student needs.
d. methods of production of appropriate instructional materials including actual laboratory experience.
e. processes for the organization and maintenance of materials and equipment.
f. knowledge in depth of the history and content of books.
g. knowledge in depth of the library science teacher's role as educator, media specialist and curriculum expediter.

STANDARD IV The program shall require that the prospective library science teacher have practicum experience both in a school library and in a subject area classroom as essential preparation for fulfillment of the duality of the librarian-teacher role.

STANDARD V The program shall provide selective procedures to assure that certification will be restricted to those having the enthusiasm for learning and the competence required by the library science teacher's demanding educational function.

STANDARD VI The program shall provide growth opportunities to assure that candidates acquire the broad cultural and intellectual background essential to support the library science teacher's educational role.

STANDARD VII The program shall provide specific experiences to assure that candidates shall acquire administrative, educational and technical competencies basic to successful librarianship.

INSTRUCTIONAL MEDIA SPECIALIST
K-12

The instructional media specialist is concerned with the improvement of the learning processes and instruction through the use of appropriate instructional media by teachers and pupils. The specialist provides the philosophical and technical consultative services to assure more effective use of available media.

The following standards pertain to college programs for the preparation of instructional media specialists:

STANDARD I — The program shall require previous, or concurrent, acquisition of a valid permanent instructional certificate.

STANDARD II — The program shall provide studies and experiences which will increase the candidate's ability to:

a. evaluate the learners' instructional media requirements.
b. write measurable behavioral objectives for intended learnings of pupils.
c. identify learning strategies of pupils.

STANDARD III — The program shall assure specialist competencies in production techniques, operational techniques, organization of programs and administrative-supervisory practices related to instructional media services for a school or school system.

STANDARD IV — The program shall include studies and experiences in group processes which develop leadership techniques for working with teachers, pupils and administrative-supervisory personnel.

STANDARD V — The program shall assure increased comprehension of principles of curriculum, and the application of instructional media techniques to the curriculum.

STANDARD VI — The program shall provide studies and experiences which develop knowledge of effective media which is unique for specific minority groups in our pluralistic culture.

STANDARD VII — The program shall assure completion of supervised school experiences in the various roles of a classroom teacher and educational media specialist.

APPENDIX E

BASIC EDUCATION CIRCULAR 1-83

Subject: Waiver to Regulation 5.31 (a), 22 Pennsylvania Code
Elementary School Librarian

To: Pennsylvania School Administrators

From: Margaret A. Smith
Commissioner for Basic Education

School districts are hereby notified that the Department of Education will receive requests for waiver under special circumstances to the require-ments of Section 5.31(a) of 22 Pa. Code which states the following:

> "Elementary school librarian. Each school district shall employ a full-time, certified elementary teacher or school librarian to provide leadership in the development of an effective elementary library program. An individual appointed to this position shall secure certification as an elementary school librarian before September, 1973."

School districts who may wish to request a waiver to 5.31(a) should contact the Office of Inquiry and Approval. Two major areas will be considered when reviewing such requests. The school district must be considered small and secondly, proper documentation must be presented when requesting a waiver.

The following criteria will be used when evaluating such waiver requests.

1. The school district must be considered "small" and fall into one of the following categories:

   (a) less than 400 elementary students
   OR
   (b) Approximately 400 to 500 elementary students and housed in not more than two buildings. Provision must include not less than ½ hour per week librarian/student contact time dedicated to developing library skills.
   OR
   (c) Approximately 500 to 600 elementary students and housed in not more than three buildings. Provision must include not less than ½ hour per week librarian/student contact time dedicated to developing library skills.
   OR
   (d) Approximately 400 to 600 elementary students and/or have unique local circumstances which prevent or inhibit meeting 5.31(a) regulations.

2. The superintendent of the school district is required to submit documentation of the library media skills program which substantiates

a commitment to good library media programs. The documentation must include the following:

a. The scope and sequence of the library media skills.
b. Staff responsibility for monitoring, implementing, updating and evaluating the program.
c. The schedule for librarian/student contact time dedicated to developing library media skills.
d. The schedule for making the collection accessible to the student body.

Please refer any program questions to:

Elliot L. Shelkrot, State Librarian
State Library of Pennsylvania
Box 1601
Harrisburg, PA 17105
Tele: 717/787-2646

APPENDIX F

BASIC EDUCATION CIRCULAR 11-78

Subject: Implications of the New Copyright Law for Educators and Librarians

To: Chief School Administrators
Intermediate Unit Executive Directors
School Board Secretaries
Area Vocational Technical Schools
Diocesan Superintendents
Administrators of Nonpublic Schools

From: Frank S. Manchester
Commissioner for Basic Education

The Copyright Revision Act of 1976 (P.L. 94-553) became effective on January 1, 1978. This legislation takes cognizance of technological advancements in communication and education and sets standards for "fair use" of printed, audiovisual, graphic and music materials by teachers.

Attached is a summary of the new regulations as prepared by the editors of "School Law News."

For more detailed information on the new law, send for a copy of the "General Guide to the Copyright Act of 1976." This booklet is available at no cost from:

The Copyright Office
Library of Congress
Washington, D.C. 20559

Inquiries concerning this law should be directed to:

Bureau of Curriculum and Instruction
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126
(717) 787-7616

GUIDE TO NEW COPYRIGHT LAW

* * * * *

EDUCATIONAL USE

The Copyright Revision Act of 1976, P.L. 94-553, brings under the statutes for the first time the doctrine of "fair use" to cover the duplication and use of copyrighted material by educators. Section 107 of the law says use of copyrighted work is not an infringement if used for "purposes such as criticism,

comment, news reporting, teaching (including multiple copies for classroom use, scholarship, or research)."

The criteria set by the statute for determining fair use include, but are not limited to:

- the purpose and character of the use, including whether use is for commercial or nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- the effect of the use upon the potential market for or value of the copyrighted work.

Since the law does not limit the determination of fair use to those four standards, this is one of the law's "gray areas" that will have to be clarified by the courts, according to Sheldon Steinbach, legal counsel for the American Council on Education.

Copying for Teachers Although the act does not set standards for copying of material by teachers, the House Judiciary Committee set "minimum" guidelines in its report on the legislation. Under those guidelines, teachers may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons, or pictures from books, periodicals, or newspapers.

Multiple copies, not exceeding more than one per pupil, may be made for classroom use or discussion if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the guidelines. Each copy must include a notice of copyright.

Brevity Under the brevity test, which is defined separately for poetry, prose and graphics, the guidelines say:

- A complete poem, if less than 250 words and two pages long, may be copied. Excerpts from longer poems cannot exceed 250 words;
- Teachers may copy complete articles, stories or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less. In any event, the minimum is 500 words;
- Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
- One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied.
- "Special" works, such as children's books combining poetry, prose or poetic prose, cannot be reproduced in full. An excerpt of no more than two pages and no more than 10 percent of the words may be copied.

Spontaneity The copying should be at the "instance and inspiration of the individual teacher," say the guidelines. The "inspiration and decision" to use the work should be "so close in time" to the "moment of its use for maximum teaching effectiveness" that it would be "unreasonable to expect a timely reply to a request for permission."

Cumulative Effect Teachers are limited by the guidelines to using the copied material for only one course in the school in which copies are made. No more than one short poem, article, story or two exerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical volume during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. The limitations, however, do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Prohibitions The guidelines prohibit using copies to replace or substitute for anthologies, compilations or collective works. Works intended to be "consumable," including workbooks, exercises, standardized tests, test booklets and answer sheets, cannot be copied.

Teachers cannot substitute copies for the purchase of books, publisher's reprints or periodicals, nor can they repeatedly copy the same item from term to term. The copying of works cannot be directed by a "high authority" and students cannot be charged more than the actual cost of photocopying.

* * * * *

LIBRARY COPYING

The act gives protection to libraries beyond the fair use section. Section 108 allows a library or archive to reproduce one copy or recording of a copyrighted work and distribute it if: the reproduction or distribution is made without any purpose of direct or indirect commercial advantage; the collection of the library or archives is open to the public, or available not only to researchers affiliated with the library or archives or with the institution of which it is a part, but also to other persons doing research in a specialized field; and if the reproduction or distribution of a work includes a notice of copyright.

Libraries and their employees are not liable for the "unsupervised use" of photocopying equipment provided that the machines display a warning notice that making the copies may be subject to the copyright laws.

OTHER EXEMPTIONS

The 1976 act continues some of the not-for-profit exemptions of the 1909 law, including the exemptions from copyright liability for face-to-face teaching activities involving performances or displays made by students or instructors; religious services; live performances without commercial advantage; and the use of instructional broadcasts.

In addition, noncommercial broadcasts for the blind or deaf and nonprofit performances of dramatic works transmitted to the blind by radio are exempt from copyright liability under the 1976 act. The law says the broadcasts must be connected to actual classwork as opposed to being public broadcasts of a cultural or educational nature.

MUSIC COPYRIGHTS

The new law, however, repeals the not-for-profit exemptions of the 1909 law covering music played in schools. Schools must be licensed to play copyrighted music where the performer is paid or an admission is charged, even if the admission is used to cover refreshment costs. But the three performing rights organizations have agreed not to take copyright infringement actions until a model license arrangement is made or until Feb. 1, whichever is sooner.

For the first time, juke boxes must be licensed and a certificate of license must be displayed on each machine. Juke boxes were exempt from licensing requirements under the 1909 law, as the coin-operated music box was a novel machine not widely used when the act was signed into law.

USING BROADCASTS

The problem of taping copyrighted audiovisual works and using them in the classroom is not fully resolved in the new law. Instead, the House committee report says, "The fair use doctrine has some limited application in this area, but it appears that the development of detailed guidelines will require a more thorough exploration than has so far been possible of the needs and problems of a number of different interests affected and the various legal problems presented."

A group of educators recently met with commercial broadcasters and producers of audiovisual material to discuss the issue. The group decided to seek funds to study classroom use of broadcasts taped off-the-air, to develop fair use guidelines for broadcast works to create a clearinghouse for the broadcast industry to govern use beyond "fair use."

APPENDIX G

BASIC EDUCATION CIRCULAR 27-75

Subject: Materials Selection Policies for School Libraries

TO: Chief School Administrators
Intermediate Unit Executive Directors
School Board Secretaries
Area Vocational-Technical Schools
Diocesan Superintendents
Administrators of Nonpublic Schools

From: Donald M. Carroll, Jr.
Commissioner for Basic Education

Problems concerning the selection of books and materials have developed in several school libraries in the Commonwealth. Here are some guidelines to prevent these problems from occurring in your school district:

1. Review your existing book selection policy; modify it, if necessary.

2. Include in the policy a procedure for handling questionable materials.

3. Present it to the school board for readoption.

4. Review your techniques for evaluating the treatment of minorities and sexism in all types of materials.

5. If no policy exists at the time, establish one as soon as possible.

For additional information contact:

Bureau of Curriculum and Instruction
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126
Telephone: 717-787-7616

APPENDIX H

PUBLIC SCHOOL CODE OF 1949

Section 502. Additional Schools and Departments. In addition to the elementary public schools, the board of school directors in any school district may establish, equip, furnish and maintain the following additional schools or departments for the education and recreation of persons residing in said district, and for the proper operation of its schools, namely:

High schools,
Trade schools,
Vocational schools,
Technical schools,
Cafeterias,
Agricultural schools,
Evening schools,
Kindergartens,
Libraries,
Museums,
Reading-rooms,
Gymnasiums,
Playgrounds,
Schools for physically and mentally handicapped,
Truant schools,
Parental schools,
Schools for adults,
Public lectures,

Such other schools or educational departments as the directors, in their wisdom, may see proper to establish.

Said additional schools or departments, when established, shall be an integral part of the public school system in such school district and shall be so administered.

No pupil shall be refused admission to the courses in these additional schools or departments, by reason of the fact that his elementary or academic education is being or has been received in a school other than a public school (Amended May 9, 1949, P.L. 939).